**Differentiating The Use of Criteria**

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|  |  | **Formative Assessment &**  **Critical Thinking** | **Summative**  **Assessment** |
| **1** | **Q** | **In the given context, what is the definition of criteria?** | |
| **A** | A rule or principle for evaluating or testing something. A standard for judgement. | Criteria identify the learning to be achieved based upon the Alberta Programs of Study. |
| **2** | **Q** | **For what purpose are we creating criteria?** | |
| **A** | Promoting critical thinking  Supporting formative assessment opportunities | Assessing student learning |
| **3** | **Q** | **Which organization offers PSD teachers classroom support?** | |
| **A** | TC2 | AAC |
| **4** | **Q** | **Who is responsible for creating the criteria?** | |
| **A** | Students and the teacher co-create criteria | Teachers create criteria |
| **5** | **Q** | **Which assessment processes are enhanced with the different application of criteria?** | |
| **A** | Formative assessment in the learning process | Summative assessment of learning |
| **6** | **Q** | **What do the criteria indicate about the learning?** | |
| **A** | Denotes the quality of work needed to meet the outcomes. | Articulates the outcomes of the program of studies. |
| **7** | **Q** | **What is the result of the different application of criteria?** | |
| **A** | Students demonstrate high quality learning. | Several learning outcomes are grouped together for summative assessment purposes. |
| **8** | **Q** | **What are some AAC resources that can be used to gain further understanding of the different ways to apply criteria in the classroom?** | |
| **A** | Scaffolding for Student Success | Creating Credible Criteria  Building Better Rubrics |